

**REPORT
FROM THE
INSPECTORATE**

Coulsdon College

March 1995

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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The Further Education Funding Council has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education every four years. The inspectorate also assesses and reports nationally on the curriculum and gives advice to FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circular 93/28. They involve full-time inspectors and registered part-time inspectors who have knowledge and experience in the work they inspect. Inspection teams normally include at least one member who does not work in education and a member of staff from the college being inspected.

GRADE DESCRIPTORS

The procedures for assessing quality are set out in the Council Circular 93/28. During their inspection, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also use a five-point grading scale to summarise the balance between strengths and weaknesses. The descriptors for the grades are:

- grade 1 – provision which has many strengths and very few weaknesses*
- grade 2 – provision in which the strengths clearly outweigh the weaknesses*
- grade 3 – provision with a balance of strengths and weaknesses*
- grade 4 – provision in which the weaknesses clearly outweigh the strengths*
- grade 5 – provision which has many weaknesses and very few strengths.*

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FEFC INSPECTION REPORT 25/95

COULSDON COLLEGE
GREATER LONDON REGION
Inspected July – October 1994

Summary

Coulsdon College is a sixth form college in the London Borough of Croydon. It was established in 1988 after a local reorganisation of secondary schools in the area. The college has grown rapidly over the last few years. It offers a growing range of general education and vocational courses which are serving predominantly the needs of the 16 to 19 year old age group. It is responsive to local needs and there is effective liaison with schools. The college has good links with the local education authority and other providers of further education. Its commitment to equal opportunities and open access is reflected in its students, who come from a wide range of cultural backgrounds. The range of provision and services for students with learning difficulties and/or disabilities is small. In response to the demands of incorporation, the college has recently reorganised its management structure. The new structure will take time to mature. Systems for quality assurance and staff appraisal are not yet fully established. There is effective governance and management, and good communications at all levels. Staff are well qualified and committed. Students benefit from good advice, support and guidance, and from high standards of teaching. They achieve good results in examinations. The college offers a well-equipped, stimulating learning environment and there are good opportunities for sporting and other extra-curricular activities. The college should review the level of resources available in the library, including the level of staffing. It should also encourage students to adopt a more responsible attitude towards the use of communal areas within the college.

The grades awarded as a result of the inspection are given below.

Aspects of cross-college provision		Grade
Responsiveness and range of provision		2
Governance and management		2
Students' recruitment, guidance and support		1
Quality assurance		3
Resources:	staffing	2
	equipment/learning resources	2
	accommodation	2

Curriculum area	Grade	Curriculum area	Grade
Science	3	Health and social care	3
Mathematics	2		
Computing/information technology	2		
Business	3	Art and design/ theatre studies	1
Leisure and tourism	1	English	2
		Other humanities	2

CONTENTS

	Paragraph
Summary	
Introduction	1
The college and its aims	2
Responsiveness and range of provision	8
Governance and management	21
Students' recruitment, guidance and support	33
Teaching and the promotion of learning	46
Students' achievements	56
Quality assurance	66
Resources	79
Conclusions and issues	93
Figures	

INTRODUCTION

1 Coulsdon College was inspected during September and October, early in the autumn term of the academic year 1994-95. The college's provision for guidance, enrolment and induction had been observed during July and September. The inspection team of six full-time and eight part-time inspectors spent a total of 65 days in the college. Inspectors observed 112 learning sessions involving almost all students in the college and examined a sample of students' work. They met governors, senior managers, teachers, support staff, students, employers, staff from the local schools and the careers service and officers from South London Training and Enterprise Council (TEC) within whose area the college is located. Inspectors examined an extensive range of documentation relating to the college, including the college's self-assessment report.

THE COLLEGE AND ITS AIMS

2 Coulsdon College is a sixth form college occupying a single site in Old Coulsdon at the southernmost extremity of the London Borough of Croydon. The college is one of several sixth form colleges and tertiary centres in the area.

3 The college was established in 1988 following a reorganisation which saw the closure of two 14-18 secondary schools, one of whose buildings the college now occupies. It was founded to provide post-16 education for pupils in schools in the London Borough of Croydon, particularly those from the newly-constituted 11-16 schools in the south of the borough. The college currently enrolls students from over 50 schools in Croydon and surrounding districts. Seven per cent of students are recruited from independent schools. The college met its target for a 13 per cent growth in enrolments between September 1993 and September 1994. At the time of the inspection, there were 1,086 students, all full time, and almost all in the 16-18 age range. Eighty-three per cent are from the London Borough of Croydon; the remainder travel from neighbouring London boroughs and from Surrey. Enrolments by age and level of study are shown in figures 1 and 2, respectively. The college employs 93 full-time equivalent staff, of whom 62 are full-time teachers. A staff profile is shown in figure 3.

4 To meet the demands of incorporation there has been a reorganisation of the college. Five faculties have been created: creative and expressive arts; mathematics, economics and business; science and sports studies; social, environmental and legal studies; and travel, business studies, languages and computing. The college offers General Certificate of Education advanced level (GCE A level) and advanced supplementary (AS) subjects; General Certificate of Secondary Education (GCSE) subjects and General National Vocational Qualifications (GNVQs) and a number of other vocational programmes. Enrolments by curriculum area are given in figure 4.

5 Croydon has 295,230 inhabitants, making it the largest of the London boroughs. Employment is mostly in the distributive trades, banking,

insurance and other service industries. A substantial proportion of the workforce commute to central London. The unemployment rate in Croydon is 10.4 per cent compared with 7.4 per cent and 7.5 per cent, respectively, in the neighbouring boroughs of Bromley and Sutton. The proportion of residents from minority ethnic backgrounds is 18.7 per cent in Croydon, 4.9 per cent in Bromley and 6.2 per cent in Sutton. The figure for Greater London as a whole is 20.2 per cent.

6 There are three other sixth form colleges and five further education colleges within a radius of eight miles, and in the area covered by the South London TEC there are 39 schools which have sixth forms. Six of the local independent schools have sixth forms and there are three voluntary-controlled schools with sixth forms within the borough.

7 The mission of the college is to provide an open-access college in which students will find:

- a centre of excellence providing opportunities for learning, achievement, progression and personal development
- a stimulating environment which promotes self-discipline, good study habits and a sense of purpose
- a friendly atmosphere which depends upon respect and consideration for others
- a commitment to equality of opportunity which recognises and responds to a diversity of need.

RESPONSIVENESS AND RANGE OF PROVISION

8 The college has grown rapidly. Between 1991 and 1994 enrolments increased by 67 per cent. A significant proportion of this growth occurred in vocational courses which increased by 37 per cent between 1992 and 1993, and 52 per cent between 1993 and 1994. Vocational courses now account for 26 per cent of the college's work. The college has responded well to strong competition from local further education colleges and Surrey schools. It has a strong commitment to equality of opportunity and equal access, and because it attracts so many students from the north of the borough, some five or six miles away, there is a substantially higher proportion of students from minority ethnic backgrounds than exists in the Coulsdon area where the college is located. This cultural diversity is reflected in the fact that students, between them, speak 28 languages.

9 The college is responsive to requests from prospective students. For example, it has introduced GCE A levels in accounting, law, music and physical education, and GCE AS psychology. GCE A level classical civilisation is being offered from 1995 to cater in part for students who study GCSE Latin at a local comprehensive school and who wish to continue their studies in this subject. Currently, the college offers 34 GCE A level subjects and 16 AS subjects. The provision of GCE AS subjects offers students good opportunities to broaden their programmes of study by taking subjects such as music or science in society. A recent addition has

been GCE AS philosophy which is taken mainly by highly-achieving, second-year GCE A level students, some of whom wish to improve their prospects of obtaining a place in higher education. The college plans to introduce further GCE AS courses in environmental science, and combined business studies and economics.

10 A total of 18 GCSE subjects are available. As well as being able to retake GCSE subjects such as mathematics and English, students have the opportunity to study subjects which they are unlikely to have encountered previously; for example, photography and astronomy. The college has decided to reduce the number of GCSEs for students wishing to repeat courses, and the number of students it will admit to them, in order to develop GNVQ intermediate courses, which it considers to be more appropriate provision for such students.

11 There is a growing awareness among staff of the national training and education targets. Programmes have been introduced into each of the five faculties to raise teachers' awareness of GNVQs and approximately one-third of teachers currently teach on GNVQ courses. The college offers a good range of GNVQ courses. There are advanced GNVQs in business, and leisure and tourism, and intermediate GNVQs in art and design, business, health and social care, science, and leisure and tourism. A foundation GNVQ is also available in health and social care. Following the inspection of this course, a programme in basic skills has been provided for those students who are unable, at present, to cope with the demands of the full GNVQ course. There are plans to introduce an advanced GNVQ in health and social care, although not in art and design. The college has considered a range of possible routes from intermediate GNVQ in art and design and has decided that students' interests are best served by progressing to GCE A level subjects in art and design. Some GNVQ students are taking GCE AS and GCSE subjects in addition to their GNVQ programme, but in a few cases they are missing a proportion of their GNVQ mainstream work as a result. The college should review its timetabling arrangements to ensure that additional studies do not result in loss of time from students' main courses of study. There are currently no opportunities for GCE A level students to take GNVQ units. In September 1994, the college began a business administration programme leading to National Vocational Qualification (NVQ) levels 1 and 2.

12 Existing students who have been identified as having learning difficulties and/or disabilities have needs which are catered for by the present support systems. However, there is no statement on the range of students that could be admitted to the college and how they could be supported. The current policy statement on students with learning difficulties and/or disabilities focuses on what the college should do, rather than what it will do and how it means to do it.

13 Liaison with local schools is strong. One of the vice-principals, supported by a marketing team, co-ordinates the arrangements. There is

a schedule of visits to schools throughout the year during which prospective students are interviewed. The college has co-operated with other institutions in the borough to produce a useful booklet which outlines opportunities available to students aged 16 and over. This is distributed to all pupils in Croydon's schools who are in their final year of compulsory schooling.

14 College staff take every opportunity to attend open days and parents' evenings at schools to explain what the college has to offer. In addition, the college promotes itself through local newspapers and radio, entries in directories of educational institutions, including those which deal mainly with the independent sector, and through Croydon Council's information boards which are situated throughout the borough. The college emphasises its strengths, in particular, the range of vocational, GCE A, AS and GCSE programmes, an attractive location and a caring ethos.

15 Students' information technology skills are assessed during induction, and the college has successfully implemented a policy to improve the computer literacy of all students by providing up to 20 hours of computer tuition a year for those who are not studying information technology as part of their course. Many students are able to obtain a recognised qualification in information technology. Those on vocational courses also benefit from opportunities to study and obtain qualifications in business-orientated French, German and Spanish. The college's work experience programme is well organised and appreciated by students, particularly those in art and design, business studies, and leisure and tourism. The programme does not include those on GCE A level or GCSE courses.

16 There are excellent opportunities for students to participate in sporting and other activities. Approximately 280 students are involved in competitive team sports in local leagues covering soccer, rugby, hockey, netball, basketball, streetball, tennis, table tennis, badminton and swimming. The college's own extensive sporting and leisure facilities, which include playing fields, two tennis courts, a sports hall, a gymnasium and a covered, heated swimming pool, are used by a variety of community groups during the week and at weekends. An 'activities week' during which the academic timetable is suspended, is organised each year in July after examinations, and first-year students are offered a choice of 25 activities. These include visits to Spain, Germany and Holland, an engineering project with Balfour Beatty, work experience in local primary schools, and the possibility of staying in a mountain cottage in Snowdonia to take part in walking and other outdoor pursuits as an aid to character building. The cottage, which can accommodate up to 18 students, is owned by an educational trust and managed jointly by the college and two local schools. In 1993-94, approximately 300 students took part in activities week, and 96 per cent of them felt it to be enjoyable and worthwhile.

17 The college provides a course in religious education for students who require it. The college's Christian union meets on a weekly basis to discuss

a variety of issues, as well as offering students the opportunity for Christian worship. Facilities are also available for Muslim students to meet and organise their own activities.

18 The principal and vice-principal attend TEC working groups on further education strategy and post-16 progression. The college is part of the TEC's European network and this has enabled it to obtain funds to support visits by students to Spain and Germany. For the last three years, language students have had the opportunity to undertake work experience in Lille. The college has also established links with Orvelte, in Holland, which have enabled students to study ecology and cultural issues there. Links with Finland are being developed, and computing and electronics teachers from Finland have visited the college.

19 The college has received funding from the local TEC to finance research projects. In 1993, the college received £6,500 from the local TEC to examine the educational needs of adults in the area surrounding the college. The research, based on questionnaires, and on discussions with other education establishments, was undertaken by an external consultant. The findings suggest that demand for short courses for employers is largely met by other educational providers. In addition, an extensive range of recreational and other courses for adults is provided by the borough of Croydon's continuing education and training service. Despite this strong competition, the college, last year, organised a course for women returners to improve their information technology skills. The course proved popular and will be offered again in 1994-95. A students' destinations survey, also funded by the TEC, is not yet complete.

20 Since incorporation, good links have been maintained with the local education authority (LEA) and its continuing education and training service. The college has a contract with the LEA to provide payroll services and the Croydon continuing education and training service uses the college facilities for evening classes. Links with local industry are limited, but where they do occur they are effective and have led to substantial curricular benefits. Examples include problem-solving and team-building work undertaken with Balfour Beatty, a large international construction company, which involved students in a project to plan the landscaping of, and environmental improvements to, a cutting for a motorway extension. A second project with the same company focused on inner city transport problems and the logistics involved in replacing a Victorian bridge with a pre-fabricated structure, and in completing the demolition work and removing the debris with least disruption, in the shortest time. Another group of students undertook a market research exercise for a private language school to investigate the range of cultural heritage opportunities in the Croydon area which might attract potential language students.

GOVERNANCE AND MANAGEMENT

21 The arrangements for the governance and management of the college are effective. Senior managers and governors have a clear understanding of each others' roles. They co-operate well and there is mutual trust.

22 The governing body has 14 members including the principal and two teaching staff. Members have substantial experience and expertise which the college has been able to draw upon to good effect. For example, members with experience in human resource management have provided valuable advice on personnel matters and on the recruitment of new senior managers arising from the recent organisational restructuring of the college. The governing body also includes members with considerable managerial experience gained in private industry, the health service and local government.

23 There are subcommittees of the governing body for finance, staffing and resources; premises, health and safety; and remuneration and audit. Although these meet regularly, the scheduling of meetings has led to the finance, staffing and resources subcommittees having to anticipate decisions yet to be taken by the premises committee.

24 The managers of the college report regularly to the subcommittees of the governing body on financial, staffing and resource matters. The expertise which members possess means that such reports are scrutinised in a knowledgeable and detailed way. Attempts are being made to improve members' knowledge of curricular developments in the college. During 1993-94, groups of students made presentations to the governing body on their experiences on GNVQ programmes and the characteristics of student life in the various faculties. Currently, the extent to which members monitor the quality of the college's work is limited. However, it has been agreed that heads of faculty will report regularly on their work to the governing body. In addition, links are being established between members and individual faculties although these have yet to be fully implemented.

25 Development of the college's strategic plan has involved consultations with course leaders, faculty heads and senior managers, as well as governors. Strategic planning objectives are closely integrated with financial forecasts. The faculties have not yet developed their own business plans, with detailed objectives and targets, which reflect the college's strategic plan.

26 The management structure and organisation of the college was revised in June 1994. Most roles and responsibilities are clearly defined although no written job descriptions exist for the two vice-principals. The senior management team comprises the principal, two vice-principals, three assistant principals and the finance, premises and resources officer. The team meets fortnightly to formulate policy and monitor the implementation of the strategic plan. The development of the curriculum in line with the strategic plan is the responsibility of the five heads of faculty under the line management of the vice-principal responsible for systems. Heads of faculty meet regularly as a group to discuss and co-ordinate course developments and review resource requirements. In addition, heads of faculty hold regular meetings with faculty staff to discuss curriculum and resource issues. In some subjects, such as computing and

business studies, responsibilities are shared between more than one faculty. In these subjects, more formal liaison arrangements are needed to ensure that the subjects are developed effectively and co-ordinated across the faculties concerned.

27 Senior and middle managers are coping well with the demands placed upon them in the new structure. The principal and vice-principals are providing a strong sense of direction as the structure becomes established. Communications between senior managers and other staff are good. The three assistant principals responsible for student services, quality assurance and health and safety, and personnel and curriculum research, respectively, have established working groups of staff drawn from all faculties to facilitate cross-college awareness and development of these aspects. Heads of faculty are providing strong leadership and establishing good communications within their faculties. An imaginative initiative in the faculty of science and sports studies is a newsletter for staff, distributed every three weeks. It contains information on staff development opportunities, job opportunities for students and forthcoming events in the faculty and college.

28 The college's income and expenditure for the 16-month period until July 1994 are shown in figures 5 and 6. The college receives approximately 98 per cent of its income from the Further Education Funding Council (FEFC). The college's average level of funding for 1994-95 is £19.57 per target unit. Excluding London weighting, the figure is £19.00. The median for sixth form colleges is £19.81 and the overall median for the sector is £19.02.

29 Course leaders bid for funds to support their courses. The items involved include textbooks, teaching materials, educational equipment, computer software, computer maintenance and staff travel costs for visiting students on work experience. Some course leaders are not clear about the criteria which senior managers use to decide upon the relative merits of bids. Actual costs are compared regularly with the budgeted figures by the finance, premises and resources officer and by heads of faculty and reasons are sought for any significant discrepancies. The college has not yet calculated unit costs for courses although it expects to have a complete specification of courses by June 1995.

30 Rapid progress has been made in developing a comprehensive, computerised management information system. The system is used to provide a wide range of data, on staff, students and the finances of the college together with reports and proformas. One example of its usefulness is that staff can now quickly assess how students perform at GCE A level in relation to their GCSE entry qualifications. One weakness of the system is that it is unable to provide a complete record of a student's career at the college if the student changes course after enrolment. The weakness is recognised and the college is confident that an accurate individual student record will soon be forthcoming.

31 In designing the management information system, close attention has been paid to the information needs of managers, other college staff and the FEFC. All senior and middle managers have on-line access to the system and terminals are soon to be placed in staff rooms. A training programme is to commence shortly to enable staff to make best use of the information in their administration and decision making.

32 Enrolment targets are set for each of the courses offered and in most cases these have been met in 1994-95. Data are collected on retention rates, examination results and students' destinations but course teams make insufficient use of this information in setting targets.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

33 Recruitment, guidance and support procedures are well co-ordinated and result in a coherent and effective programme which builds upon a strong commitment to care for students. Despite the extra demands imposed by the increase in student numbers, the interests of the student remain paramount. The effectiveness of the procedures is evaluated through student questionnaires, with a view to identifying areas requiring improvement.

34 Recruitment procedures rest on strong co-operation with local schools. Publicity material is detailed, informative and reflects the ethos of the college. The prospectus is delivered to schools, local careers centres and libraries and advertisements are placed in local newspapers and community centres. Approximately 50 per cent of the staff have some contact, either formal or informal, with schools. Besides visits to schools by senior staff to talk to pupils, and attendance at careers conventions, there are links between college teachers and specialist subject teachers in feeder schools which result in a number of joint curricular activities. For example, visits are arranged for 13 year old pupils to carry out science work at the college, and the college has organised mathematics and technology challenge competitions which have encouraged girls from a local secondary school to take mathematics and technology subjects at the college. A graphics and communications teacher at the college has also organised photographic airbrushing sessions for school pupils, which involve the re-touching of photographs and negatives.

35 Prospective students are encouraged to visit the college, not only on open days, but also for individually-arranged attendance at lessons and other activities. The importance of students choosing the post-16 provision which suits them best is emphasised at every stage. The college keeps schools informed of the achievements of their former pupils. Schools welcome this feedback of information and it also acts as effective marketing for the college.

36 The recruitment process starts early in the autumn term prior to entry, with interviews for the majority of potential students taking place early in the spring term. Arrangements for pre-enrolment guidance are

thorough, and interviewers are carefully briefed. Good use is made of pupils' records of achievement as a basis for discussion. Interviews are conducted by senior staff and take place in the schools if this is preferred. Providing a suitable course is available, the majority of pupils are offered a place at the college, irrespective of the qualifications they subsequently achieve. Formal offers of places are made in February and March. Interviewing of out-of-borough students continues throughout the year.

37 Enrolment is efficiently managed. The appointments system results in a smooth passage of students with minimal delay from reception, through guidance sessions to final registration. A survey of potential language support needs is carried out at enrolment. Staff are knowledgeable, friendly and well briefed in the procedures, although some advisers are less well aware of the progression routes into higher education and/or employment following GNVQ or NVQ programmes. They give brisk pragmatic advice on subjects and courses, and care is taken to match students' results, career aspirations and interests to available courses. There are no upper limits on numbers of students enrolled on courses; each suitably qualified student is enrolled according to their choices, and staffing and accommodation implications are addressed at the end of the process. Students wishing to retake GCE A level subjects are enrolled at the end of the process.

38 The induction of students is well planned and effectively managed. Students are introduced to the college faculties, their teachers and tutors within a supportive and welcoming atmosphere. A students' fair provides opportunities for students to sign up for a variety of sporting and other activities. The programmes for tutor group and faculty meetings for students are comprehensive and consistent across the college. A students' handbook, which includes a code of conduct, provides information on students' rights and responsibilities. These are also stressed in the college charter. There is a learning contract which all students are expected to sign. In tutorial sessions, tutors made frequent reference to the demanding nature of GCE A level work in relation to GCSE. A similar level of advice is required for students joining vocational courses especially as teaching and learning methods may be significantly different from those they have experienced previously.

39 Carefully-planned induction programmes, lasting from two to four weeks, are in place for all courses. Students receive comprehensive information about the syllabus, examination arrangements and coursework requirements. A good range of challenging tasks introduce students to the demands of courses, and attempts are made to bridge the gap between GCSE studies and more advanced work. Students are able to change course during the first few weeks of the autumn term, following careful counselling by tutors and heads of faculty. Reasons for changes are normally recorded.

40 There is effective tutorial support, delivered through weekly, one-hour tutorial sessions. The tutorial system is managed by an assistant

principal and organised through faculties where tutors are, in turn, managed by deputy heads of faculty. A learning support group comprising the assistant principal for student services, five deputy heads of faculty, the careers adviser and the staff adviser to the students' association meets weekly to evaluate the activities of the previous week's tutorials, to make suggestions for improvements, and to monitor other aspects of enrolment, induction and tutorial support. The learning support group provides tutors with guidelines in advance of each session, which detail the week's activities, and invites feedback from them. The programme provides students with comprehensive guidance and advice on careers, higher education and personal and social matters. Outside speakers give talks on topics such as AIDS, drugs and Amnesty International. Wide attendance at these events is facilitated by the common tutorial time established for each year group. Tutorial sessions are supplemented by timetabled interviews with individual students in which tutors discuss progress and other matters, and summarise the discussion on the students' log. The log is a standard form used by tutors throughout the college to record background information about the student, including the qualifications achieved, courses being undertaken, career aspirations, and dates and notes of meetings between tutor and student. Students and tutors value the regular contact and the opportunities it provides for the development of good relationships. However, not all sessions succeed in motivating students, and this should be addressed. A regular news sheet, produced by the students, keeps members of the college in touch with college and local news.

41 One aspect of the equal opportunities policy is that tutor groups are organised to ensure an appropriate balance of gender and an ethnic mix. Each group contains approximately 20 students from the same year group who follow similar combinations of subjects. Most students are tutored by one of their subject teachers. Students are also encouraged to approach any of the teachers for help, and considerable informal support is provided by teachers in addition to more formally organised workshops or revision classes.

42 There are effective procedures in place for monitoring the progress of students. These include regular internal progress reviews which allow both good and unsatisfactory progress to be identified, and completion of the students' logs which eventually form part of a record of the student's achievement. Parents are able to discuss students' progress at parents' meetings, and are informed at an early stage of any problems which could lead to exclusion or failure. The system for monitoring attendance triggers a letter about unexplained absence to parents, inviting them to respond. The system, still in its early stages, is appreciated by parents and accepted by students. A policy for monitoring lateness is interpreted by staff with varying levels of severity. Action is taken to exclude students from the college when it is thought necessary. Such students are counselled about alternative provision and referred to the careers service.

43 Good careers support is provided for all students. A well-equipped careers centre is staffed by a member of the borough's careers service, with whom the college has a contract, and by a member of the teaching staff who has responsibility for careers advice and co-ordination. Advice on careers and higher education is available at key stages during the students' time in college; for example, at enrolment, at open evenings and during the period following the publication of examination results. Co-operation between careers staff and teachers is good, and their mutual sharing of expertise benefits students. Careers advice is strengthened by individual interviews with students, group discussions and visits to higher education institutions, all of which are co-ordinated through the tutorial programme. A researcher, funded by the local TEC, is currently contacting past students to analyse the relationship between qualifications gained and students' destinations. Gender and ethnic factors will also be monitored in relation to the destinations of students. The students' previous schools will be informed of the results of this research.

44 A thriving students' association, supported by a staff adviser, enables students to play an active part in college life, to develop personal skills and to undertake leadership roles. Each tutor group elects two representatives who communicate the views of their group to the students' executive for onward transmission to the principal. Achievements of the students' association include taking on responsibility for students' contributions to the weekly news bulletin, 'Etcetera', and improvements to toilet facilities.

45 The assistant principal with responsibility for student services is a qualified counsellor. She is assisted by two part-time, qualified counsellors. Together they provide a well-used, confidential service for students and staff which has been extended this year in response to the increased number of students. Language screening at enrolment enables a specialist teacher of English for speakers of other languages to assess the needs of students and devise individual learning support programmes. Support is given to students within their courses as well as in separate sessions, and suitable accreditation is offered where appropriate. To supplement any information obtained from their previous schools about special needs, the topic is explored at interview, and all new students fill in a questionnaire on their needs, which are communicated to tutors and staff within the faculties. Although this is helpful, the questionnaire is not sufficiently detailed to enable the college to assess the implications for students' learning.

TEACHING AND THE PROMOTION OF LEARNING

46 The majority of the courses are carefully planned, in most cases by teams of teachers who co-operate effectively. Aims are clearly defined and reflected in schemes of work. Most courses contain an appropriate mix of theoretical work and practical exercises designed to reinforce and extend learning. In general, students understand what their courses are attempting to achieve. However, in health and social care, schemes for

some of the units on the GNVQ foundation and intermediate programmes have not yet been devised and staff have not appreciated fully the range of work to be covered.

47 In 65 per cent of the sessions inspected the strengths clearly outweighed the weaknesses while in a further 31 per cent the strengths and weaknesses were balanced. In only 4 per cent of classes did the weaknesses of the work clearly outweigh the strengths. The following table summarises the inspection grades awarded.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCSE A/AS level		15	25	20	2	0	62
GCSE		3	8	6	0	0	17
GNVQ		5	6	7	2	0	20
Other		3	8	2	0	0	13
Total		26	47	35	4	0	112

48 The quality of the teaching in art and design, and leisure and tourism was outstanding. Sessions were carefully planned with objectives which were clearly understood by the students. The students had prepared thoroughly for lessons and were well briefed by the teachers about tasks which they were expected to undertake. Students' motivation was enhanced by the variety of teaching methods employed, which ranged from formal exposition by the teacher to exercises involving investigative work by the students. The work was challenging and often enjoyable and there were regular opportunities for students to confirm their understanding of important concepts and for teachers to check whether learning had taken place. The effectiveness of art and design sessions owed much to the impressive knowledge and technical skills of the teachers who provided inspirational demonstrations of the standard of work to which students should aspire. Likewise, in leisure and tourism, teachers were highly adaptable and did not hesitate to modify their teaching methods to suit the circumstances which they encountered in particular lessons. They made excellent use of their own experiences to emphasise the relevance and importance of concepts.

49 In other areas, teachers usually managed the learning process effectively. Many displayed an infectious enthusiasm for their subjects. In general, the teaching methods were matched to the needs of the students and the demands of the subject. However, teachers did not always make the best use of the time available. For example, in some business studies sessions, an excessive amount of time was spent on administrative matters and on settling the students down before the planned activities could begin. In some English classes, the management of the lesson time was poor.

50 In most of the sessions inspected, the levels of students' abilities varied significantly. Many teachers coped well with the challenge this presented. In some subject areas, however, teaching strategies failed to ensure that all of the students were involved fully in learning activities and were suitably challenged by the topics being studied. For example, in a few modern language sessions, the more able students were not always stretched sufficiently by the work, and in mathematics, insufficient attention was given to less able students.

51 Some teachers have a strong commitment to work with students who have learning difficulties. Support in English for speakers of other languages is particularly effective. However, the foundation GNVQ programmes are not fully meeting the needs of students with learning difficulties. In general, the literacy, communication and numeracy skills of such students are insufficiently developed before they embark on their courses.

52 On many courses, students are encouraged to improve their ability to work effectively in small groups. Productive group work was a notable feature of English, business and information studies, art and design and leisure and tourism sessions. For example, in an English GCE A level session, the teacher divided the students into groups which were issued with different lists of words from a poem. Each group was asked to surmise the theme and atmosphere of the poem from these words and to report back to the whole class. This provided an excellent opportunity for perceptive and searching discussion on the part of the students which highlighted the intrinsic contradictions within the poem. In a few of the lessons inspected, for example, in law and business studies, the objectives of working in groups were not clear to the students, and lack of supervision by the teacher limited progress and led to a waning of interest.

53 The importance of developing good numerical, information technology and communication skills is emphasised on many courses, particularly the GNVQ programmes. In GNVQ art and design and health and social care courses there is a thorough and early diagnosis of the students' competence in these areas, with opportunities for further development integrated into the vocational units. In some subjects, for example, GCE A level sociology, psychology and modern languages, students are being encouraged to take responsibility for their own learning and to work independently. However, in some aspects of science, there is a lack of opportunity for the students to manage their own learning. In law and geography, the students do not always appreciate the need for them to consolidate their work in lessons with wider reading.

54 Assessed work is spread evenly throughout the year. The assignments are of an appropriate standard and clearly address the aims of courses. In addition to assignments, most teachers expect students to complete homework on a regular basis. The marking of assignments and homework is usually consistent and fair. However, in history and government and

politics there is a confusing variation in the marking schemes which teachers use. In the majority of subjects, students receive detailed, helpful written advice on how their work might be improved.

55 All teachers maintain comprehensive records of the achievements of students and the progress that they are making. In GNVQ courses which have been running for a year, course teams are developing effective systems for recording students' progress in acquiring necessary knowledge and competences. In all subjects, teachers regularly review the performance and progress of their students.

STUDENTS' ACHIEVEMENTS

56 Most students are highly motivated and enjoy their studies. In art and design, this was demonstrated by the good attendance at voluntary early morning workshops and by the good quality of students' preparatory work for projects. In leisure and tourism, it was reflected in the lively interactions of students which were sustained in class discussions and group work. Language students were particularly responsive to the wide range of activities made possible by the comprehensive bank of resources used in some classes.

57 Most students are developing appropriate knowledge and learning to apply it. In mathematics, students' problem-solving skills at GCE AS/A level were good. The wide range of practical assignments and projects in art and design result in high levels of achievement in both knowledge and skills. Uniformly high levels of oral skills are being achieved in modern languages. Good involvement in class discussions, and high-quality debates were features of the work in history, politics and English. There was also some lively and informed discussion in business and information studies and effective group work in health and social care. On other business courses, opportunities to develop oral communication skills were more limited. In geography, the standards of literacy and graphical skills were variable.

58 Generally, course work is of a high standard. Students' responses to written tasks were of good quality in science, information technology, history and politics. Students on vocational courses in art and design and health and social care have good opportunities to develop the core skills of information technology, numeracy and communication skills. In English, study skills, including note-taking and examination techniques, are taught as part of the students' induction and reinforced throughout the course. In the languages section, periodic checks on students' course files ensure that they organise their work effectively and help to develop their personal organisational skills. However, information technology skills are underused in GCSE and GCE business studies courses. In some GNVQ science classes, students occasionally failed to observe proper safety procedures.

59 There are significant withdrawal rates from many GCE and GCSE programmes. For example, in economics, business studies, sociology, mathematics, accounts, sciences, languages and GCSE English they ranged from 20 per cent to 47 per cent. However, this mainly reflects changes in subjects rather than student withdrawals from the college, since the overall retention rate for the college is 95.5 per cent. While a large number of changes of subject may occur within the first month of the autumn term, a significant amount occurs after 1 November, and the present management information system is not sufficiently developed to enable detailed tracking of students and an analysis of the reasons for these, including whether they occur in the first or second year of a course. In GCE A level sociology, for example, there was a 33 per cent drop-out rate in the first year of the course and 20 per cent in the second year. The management information system only records the students' current courses once changes have been made, and does not record their previous course. This means that the college does not know whether students have originally enrolled for three or four A levels and dropped to two or three, or whether they have dropped a GCE A level and are taking an AS or a new GCSE subject. Some information can be extracted manually from the programme change forms but these are not always complete and are not monitored centrally. The college is addressing the need for a more sensitive monitoring system.

60 In 1994, Coulsdon College entered 273 candidates for two or more GCE A and AS subjects and they achieved an average points score of 13.5 (where A level grade A=10, E=2; AS grade A=5, E=1). The average points score for entry was 4.8, which places the college among the top third of colleges in the further education sector on this performance measure. The college is at the top of the Department for Education's 1994 performance tables for vocational courses: all 16-18 year old students in the final year of study on vocational courses were successful.

61 In 1994, the college achieved a good overall GCE A level examination pass rate of 89 per cent. This compares with a figure of 80 per cent for all sixth form colleges in 1993. Many individual subjects have pass rates which compare favourably with national rates. There were good achievements in English, with 38 per cent achieving grades A-C and an overall pass rate of 99 per cent compared with the national figure of 89 per cent and the college's previous figure of 79 per cent for 1993. In 1994, eight theatre studies students out of nine sitting the examination gained grades A-C. The results achieved in art and graphics were also sound: 30 per cent of students achieved grades A-C in art, 40 per cent in graphics, and the respective pass rates were 100 per cent and 98 per cent. The pass rates achieved in languages were good, with each of the three languages, French, German and Spanish, achieving 100 per cent pass rates twice in the last four years, although in German and Spanish there were relatively small numbers of students and few A-C grades. Results in GCE A level history and politics have been consistently good and the average pass rate of 94 per cent over the last four years, is well above the national average

for sixth form colleges. The new AS science in society achieved a 94 per cent pass rate in the first year that the course was offered. All students passed their examinations in 40 per cent of the AS subjects offered by the college. The average pass rate was 77 per cent. In 1993, the average for sixth form colleges nationally was 72 per cent.

62 In mathematics, sociology, psychology, and economics, GCE A level pass rates at grades A-E are well above the national figures. However, in geography results over the last four years have been more variable, ranging from 100 per cent pass rate in 1992 to 54 per cent in 1994. The most recent results are well below the national pass rate for sixth form colleges. There have also been fluctuations in GCE A level results in biology, chemistry and physics over the past three years, although this needs to be seen in the context of the recently-adopted decisions to recruit students from a wider ability range and to allow all students, who complete the course, the right to take the examinations even if their progress indicates that they are unlikely to be successful.

63 GCSE results in 1994 were mixed. The overall pass rate of students achieving grades A-C was 60 per cent compared with a 1993 figure of 50 per cent for all sixth form colleges. However, there were poor results in law, design technology, business information studies and electronics. In drama, where nine students took the examination there was a 100 per cent pass rate. In GCSE English, there was a 68 per cent pass rate, which compared favourably with the national figure of 58 per cent. Results in languages and mathematics, were also above the national averages. Results in the newly-offered subjects of AS and GCSE law are poor, and fluctuations are evident in GCSE science results.

64 The results achieved by students on some vocational courses were variable. There were good examination results in information technology and a 100 per cent pass rate in the Associated Examining Board Certificate of Further Studies French course, which was new to the college in 1993. In business studies, a low proportion of intermediate GNVQ students achieved the full qualification within the academic year; a further seven students achieved the full award in September 1994. There were some poor results in secretarial studies. Pitman and Teeline results were much better with 90 per cent and 100 per cent pass rates respectively, although entries were smaller.

65 Statistics on the destinations of students for 1993 present a good picture. They show that 38 per cent of leavers went on to a range of degree courses, 7 per cent to other further education courses and 23 per cent to employment. Figures for 1992 and 1991 show that 45 per cent and 47 per cent respectively of leavers entered degree courses. In 1992, 9 per cent of leavers gained employment compared with 17 per cent in 1991. In 1993, 13 per cent chose to repeat their courses. Although high, this is an improvement on the 1992 figure of 19 per cent. Destination statistics for 1994 are not yet available.

Destinations: expressed as percentages of leavers

	1993	1992	1991
Degree courses	38	45	47
Further education	7	5	5
Repeats/continuing	13	19	10
Year off	6	7	6
Employment	23	9	17
Unemployment	8	7	13
Unknown/moved	5	8	2
Total	100	100	100

QUALITY ASSURANCE

66 The college is at an early stage in the development of its quality assurance system. A draft policy for quality management has been prepared which is scheduled for ratification in November 1994. This provides a whole-college approach to quality assurance with a framework which builds upon existing good practice. The aim is one of continuous quality improvement which will encompass both curriculum and service activities. An assistant principal with responsibility for quality assurance has been appointed recently to implement the policy.

67 The college has had a commitment to course review and evaluation since its inception in 1988. Evaluation of the curriculum has gradually become more sophisticated through the use of student questionnaires and, more recently, value-added indicators which measure students' achievements in relation to their entry qualifications. However, procedures vary across programme areas. Maximum use is not yet being made of all the information available, including the information on added value derived from the GCE Advanced Level Information System data.

68 A two-stage process has been introduced for the review and evaluation of all courses. The first stage is a mid-course review in which responses to a student questionnaire are discussed by the course team, which subsequently makes recommendations for improvement to the head of faculty. The main course evaluation takes place each October. This stage involves an end-of-course evaluation based on the results of a second students' questionnaire, an analysis of examination results, and moderators', verifiers' or examiners' reports.

69 However, the two-stage process is not applied consistently to all courses. In one curriculum area, no documentary evidence relating to the October course evaluations could be found and staff were unsure about the process. There was a general lack of knowledge of performance indicators, such as completion and destination statistics, and these indicators were not used in course evaluation reports, which tended to be descriptive and impressionistic. In some areas, the format of student questionnaires did

not encourage students to expand on their replies. Action plans, where they existed, were often vague and lacked specific targets.

70 In some cases, the review process has been instrumental in identifying areas for improvement; for example, the need for more differentiation in teaching and learning styles. There have also been other outcomes. In English, workshops have been timetabled to give extra support to students who require it. Modifications have been made to the subject tutorial system. In one subject, changes have been made to the choice of textbooks and in another to the time allocated to topics. However, despite the prominence given to students' views in the review process, their impact is minimal in a number of areas.

71 The strategy for 1994-95 is to develop a system for quality assurance which devolves responsibility, within a consistent cross-college policy, for the quality of courses and other provision and services to groups of staff. It is envisaged that this will involve all staff in discussing and agreeing the standards, and in monitoring improvements and students' satisfaction with them. Priority will be given to those areas which most directly affect students. To facilitate the planning process and to enable performance standards to be set and agreed, there will be a training session for all staff. Achievement of the standards will be monitored by the assistant principal and the senior management team.

72 Until October 1994, following the specialist subject inspections, there was no formal college system for recording the approval or rejection of new courses in relation to staff and resource needs. New courses frequently emerged through informal processes, typically initiated by teaching staff who saw the need to develop a particular area. A system for the approval of new courses and discontinuation of redundant ones has just been introduced, but as yet is untried.

73 The budget for staff development is £12,000 for 1994-95. The college has a good record of providing and encouraging staff development for all staff including several cases of support staff who have achieved teaching qualifications and are now employed as teachers. Staff-development needs are identified at three levels: the college; courses and faculties; and individual members of staff. Needs identified in course reviews and evaluations are taken into account. All applications must be justified in terms of their benefit to the college and, since June 1994, in terms of their relevance to the strategic plan, and must be approved by the assistant principal (personnel and curriculum research). After attendance at courses, staff are required to complete an evaluation form and to disseminate benefits to other colleagues, sometimes through events organised by the faculty. In the past year, 61 academic and 13 non-teaching staff attended 203 events outside the college. In addition, five in-service training days for all staff were provided within the college.

74 As yet, there has been no audit of staff skills. The college aims to carry out an audit during this academic year and to initiate a systematic

programme of staff development. Despite the lack of staff-development plans which relate priorities to appraisal there has been a significant amount of staff development which is clearly linked to the needs of the college and the staff concerned. Progress is being made in achieving assessor awards. Fifteen staff have already achieved these qualifications and a further 10 are in the process of completing them.

75 There is no appraisal system. Although some staff have been through a pilot appraisal process, the college decided to defer appraisal, because of the recent reorganisation of the faculty structure and responsibilities within it. An appraisal working party has been set up. The strategic plan has set a target for a systematic review and evaluation of staff posts during 1994-95 and appraisal will also be introduced during this period.

76 In accordance with its strategic plan, and to support its programme of expansion, the college has appointed 24 new members of staff this year, (both additional and replacement staff) including eight non-teaching staff. These staff are well supported by members of the senior management team who have a planned cycle of meetings to meet with them to review progress. There is a thorough induction programme for all new teaching staff and they appreciate the level of support they receive. All new teachers are assigned to an experienced teacher who acts as their mentor. New teachers will be observed and assessed on their teaching during the year. All staff at the college have access to the college's counselling service.

77 The college has responded to the requirements of the national charter for further education. The college charter was completed in July 1994 and is the result of wide consultation with interested parties. It outlines how the college serves students, parents, employers, further and higher education, schools and the local community and sets out achievable standards of service. It also includes a complaints procedure. The charter is displayed on college noticeboards and was publicised to students during the induction period.

78 The college's self-assessment report is an honest and fair attempt at self review. However, most of the sections are descriptive rather than evaluative and there is a tendency to focus on strengths and to over-emphasise future developments which either have not been implemented or are at a very early stage of development and have not been reviewed. Some issues highlighted during the inspection, had not yet been identified by the college. For example, the need for cross-faculty liaison where curriculum areas which overlap faculties was not explored; there was a lack of awareness of the need to extend the range of provision and services for students with learning difficulties and/or disabilities; tutorial sessions were not always critically evaluated; and weak examination results were not mentioned. The college had an over-optimistic view of the extent to which value-added data were being used, and there was a limited view of resource issues. Staffing and accommodation needs of the new resource centre were not fully addressed.

However, the college has received inspectors' comments positively and has genuinely attempted to address a number of the weaknesses identified.

RESOURCES

Staffing

79 Staff at the college are well-qualified, enthusiastic and highly committed to their tasks. Eighty-seven per cent of teachers have a first degree and teaching qualifications. Just under one-third have higher degrees. However, few teachers have recent commercial or industrial experience. As the provision of GNVQ and NVQ courses increases, the development and updating of the vocational experience of staff will need to be considered. All teaching staff have undertaken recent training relevant to their subject and responsibilities and some have completed assessor training.

80 The ratio of teaching staff to students is 1:16. The majority of staff are deployed effectively across programme areas. In health and social care, specialist staff are needed to teach on the new GNVQ courses. Female staff comprise almost two-thirds of the total teaching staff but there are only two women in the senior management team of seven. There are eight full-time and 16 part-time technical and administration support staff. Three of the staff, including one counsellor, are from minority ethnic backgrounds. This is lower than the proportion of students in the college from minority ethnic backgrounds.

81 This year, the college increased the hours of some part-time technical and administrative staff to give better support for teaching and learning. In addition, the college has designated a member of staff as management information systems manager to co-ordinate the development of information technology across the college. This is already proving of benefit to the college. The commitment of staff in the computer science area and their support for college information technology systems is of great value to the college.

82 The library and resource centre is open from 09.00 till 16.30 from Monday to Fridays. At the time of the inspection, there was one full-time specialist member of staff, who, for security reasons, had to close the library when not in attendance, thus limiting students' learning opportunities. The recent appointment of a technician whose responsibilities are currently divided between reprographics, audio-visual support and the library, may not sufficiently address this issue.

Equipment/learning resources

83 Funds for equipment are allocated through a process of bidding and discussion with heads of faculty and course leaders across the programme areas. Allocations are based on the number of student periods and on negotiation, and generally reflect agreed priorities in the strategic plan.

84 There is a wide range of good-quality equipment which is well maintained. Classrooms are fully equipped with whiteboards, overhead projectors and good-quality furniture. Specialist equipment in vocational areas is generally appropriate and sufficient to enable students to fulfil the demands of their courses. In areas such as design and technology and graphic communication, the quantity and quality of equipment is outstanding and is used effectively to create a professional working environment. The college has benefited from enterprising partnerships with manufacturers and suppliers which have provided staff and students with a variety of up-to-date specialist equipment and materials as, for example, in design technology.

85 Access to information technology equipment across the college is well co-ordinated and a good range of hardware and software is available to students. A recently-established central information technology centre provides a valuable drop-in service to students across the college. There are good opportunities for students to develop computing skills across a range of vocational areas. The overall ratio of students to information technology workstations is 6:1. Plans to convert the hall into a cross-college information technology centre will further improve students' access to equipment.

86 The library provides an attractive environment for private study but it is insufficiently resourced. There are approximately 10,000 books, 8,000 of which have been entered on the computer catalogue. There have been considerable losses from the library bookstock, but the situation has improved with the installation of a security system. The budget for the current year is £13,000. The recent acquisition of a second compact disk read-only memory (CD-ROM) database provides a useful facility for both the information resources officer and students. The range and variety of reference books and periodicals varies across curriculum areas but it is generally inadequate. Too many of the books in geography, law, mathematics, health and social studies are out of date. The college provides textbooks to students on the payment of a returnable deposit. In addition, some programme areas have built up substantial specialist bookstocks within their sections. The policy on this is unclear and purchases are not monitored or catalogued.

87 The library is too small for the number of students. There are currently 45 study spaces available. There is a proposal to develop the library into a central learning resource centre but this is still under discussion. The draft policy presented to the senior management team provides a useful framework for discussion but does not identify specific costs, responsibilities for action or deadlines for achieving the stated aims and objectives. There is no formal collaboration between the learning resources officer and course leaders to discuss library resources in relation to curriculum developments.

Accommodation

88 Coulsdon College is situated on an attractive site of 11.25 acres in the Surrey hills, in the southern part of the London Borough of Croydon. Between 1990 and 1992, before incorporation, the college underwent a major refurbishment. As a result, the general condition of the college buildings is good. Classrooms are well decorated and maintained and provide pleasant learning environments which are further enhanced by imaginative displays of students' work and of works of art. In the sessions inspected, there was generally a good match between size of rooms and the numbers of students using them.

89 The main building is on two levels and has a flight of steps in every corridor leading from one end of the building to the other. There is no lift and consequently much of the accommodation is inaccessible for people who use wheelchairs or who have mobility difficulties.

90 The sports and leisure facilities are well used by students in their curriculum time and are also available for use by students, under supervision, in their free time. These facilities are also hired out to the local community.

91 The senior managers and governors are committed to maintaining the building to a high standard. At the time of the inspection, a further programme of refurbishment was underway. This included the provision of a new toilet block and the refurbishment of the restaurant and students' common room area. The restaurant and common room are bright, attractive facilities. However, they are not being cared for by students and the level of litter, including cigarette ends, is unacceptable.

92 Private study areas for students are provided mainly in the garden room, a large, attractive room, well lit by natural light, which provides space for approximately 100 students. This area is supervised by staff for most of the day and adds to the 45 spaces provided in the library. The hall is under used and its conversion into an information technology resource centre is being considered. Development of the facilities, including premises, maintenance and the strategic use of non-teaching areas are at present unco-ordinated. Senior management is aware of the need to make more effective use of the accommodation for teaching and learning. The college should further develop its accommodation strategy in line with the college's strategic plan.

CONCLUSIONS AND ISSUES

93 Coulsdon College is making good progress towards achieving the aims and objectives contained in its mission statement and strategic plan. The particular strengths of the college are:

- an extensive range of courses, responsive to local need
- strong schools liaison and the recruitment of students from a wide range of backgrounds

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- effective governance and management, with good communications at all levels
 - good advice, support and guidance for students
 - high standards of teaching throughout the college
 - generally satisfactory levels of achievement in course work and good results in external examinations
 - an established commitment to course review and evaluation
 - well-qualified and committed staff
 - good specialist equipment to support teaching and learning
 - a well-maintained and stimulating learning environment.

94 In order to improve the quality of the provision the college should:

- address the limited range of provision and services for students with learning difficulties and/or disabilities
- strengthen links with industry
- develop faculty business plans and increase liaison across faculties
- make better use of performance indicators across faculties
- monitor retention rates across courses
- implement a staff appraisal scheme, linked to staff development and the strategic planning processes
- implement the new quality assurance system
- develop the proposed central resource centre
- provide opportunities for staff to update their commercial/industrial experience
- encourage students to show greater respect in caring for communal areas.

FIGURES

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- 1 Percentage enrolments by age (1994-95)

 - 2 Percentage enrolments by level of study (1994-95)

 - 3 Staff profile – staff expressed as full-time equivalents (1994-95)

 - 4 Full-time enrolments by curriculum area (1994-95)

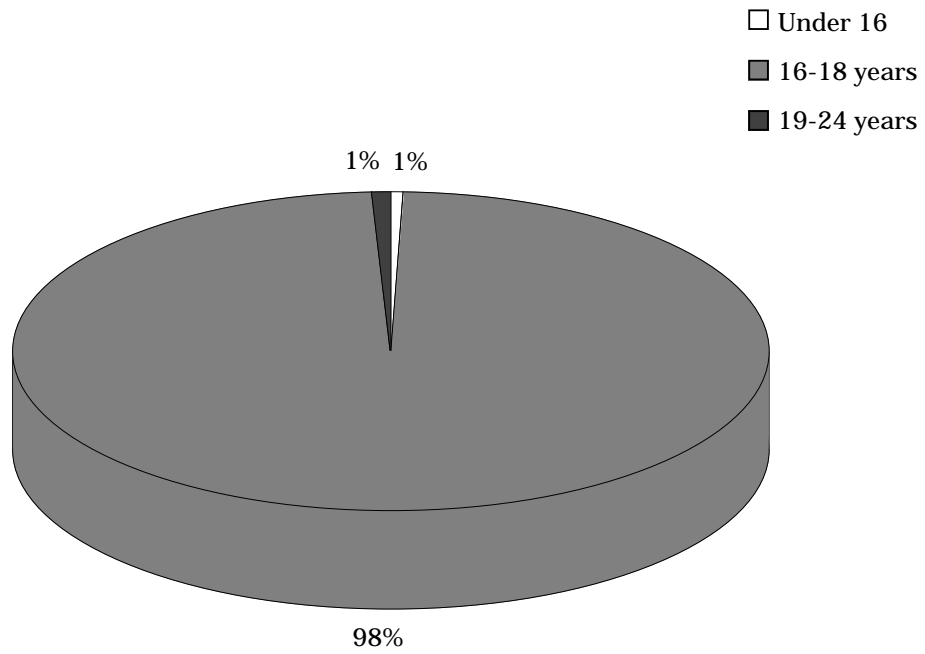
 - 5 Income (for 16 months to July 1994)

 - 6 Expenditure (for 16 months to July 1994)

Note: the information contained in the figures was provided by the college to the inspection team.

Figure 1

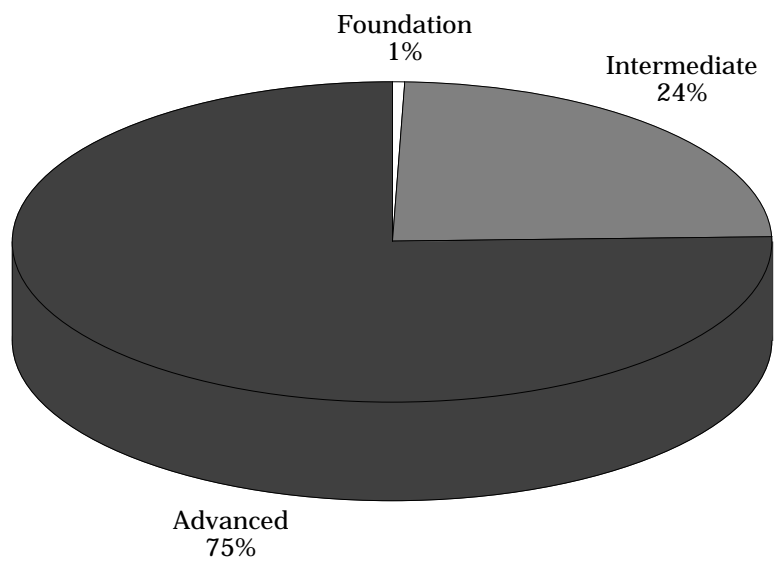
Coulsdon College: percentage enrolments by age (1994-95)



Enrolments: 1,086

Figure 2

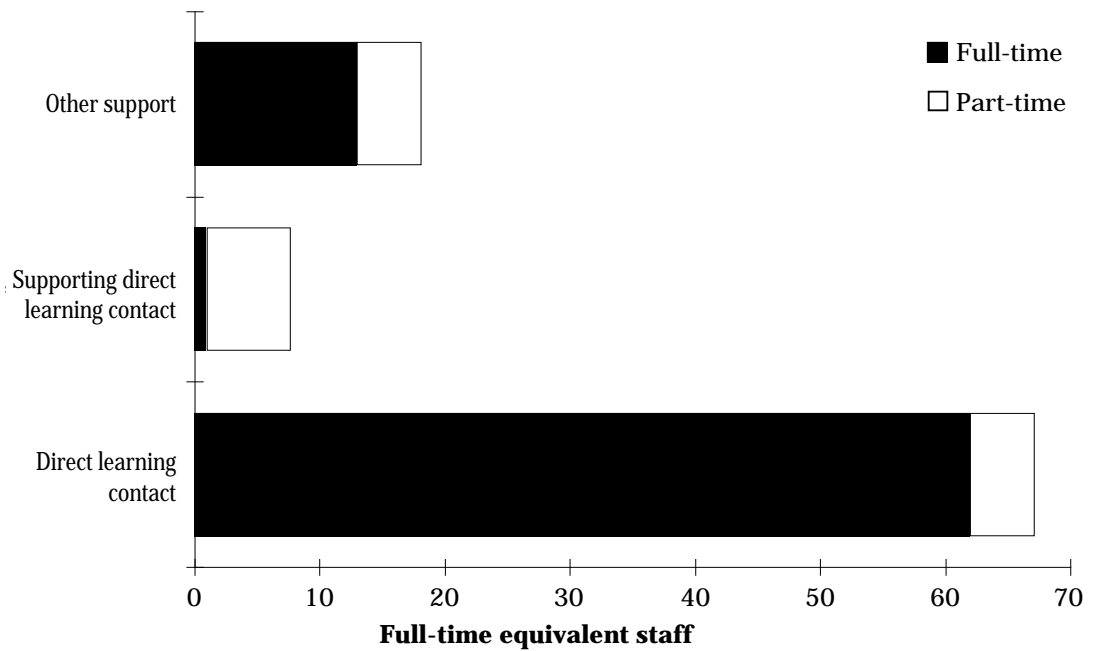
Coulsdon College: percentage enrolments by level of study (1994-95)



Enrolments: 1,086

Figure 3

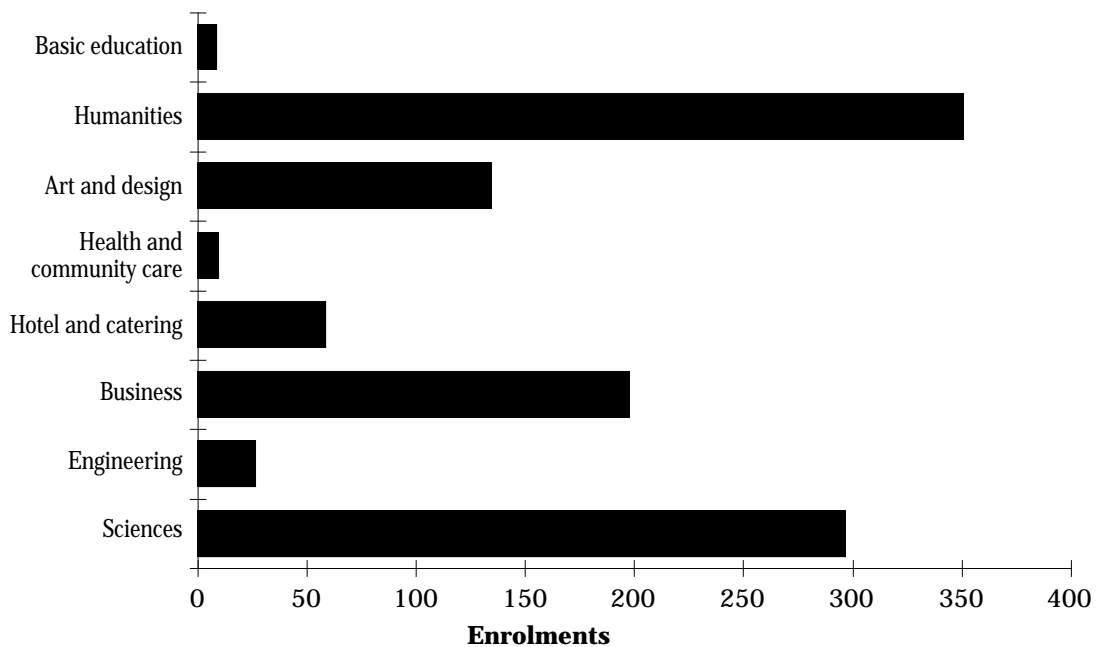
Coulsdon College: staff profile – staff expressed as full-time equivalents (1993-94)



Full-time equivalent staff: 93

Figure 4

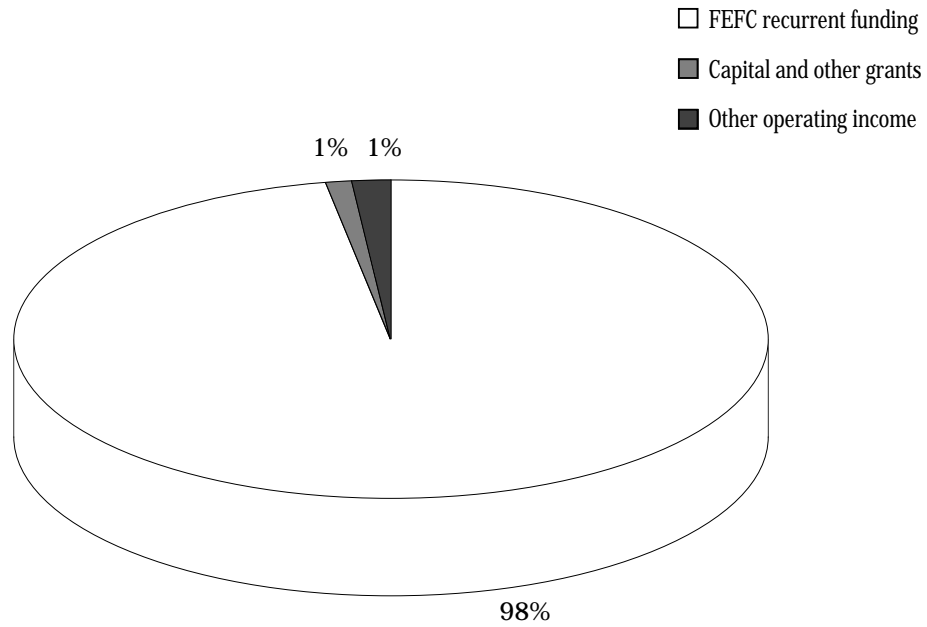
Coulsdon College: full-time enrolments by curriculum area (1994-95)



Enrolments: 1,086

Figure 5

Coulsdon College: income (for 16 months to July 1994)

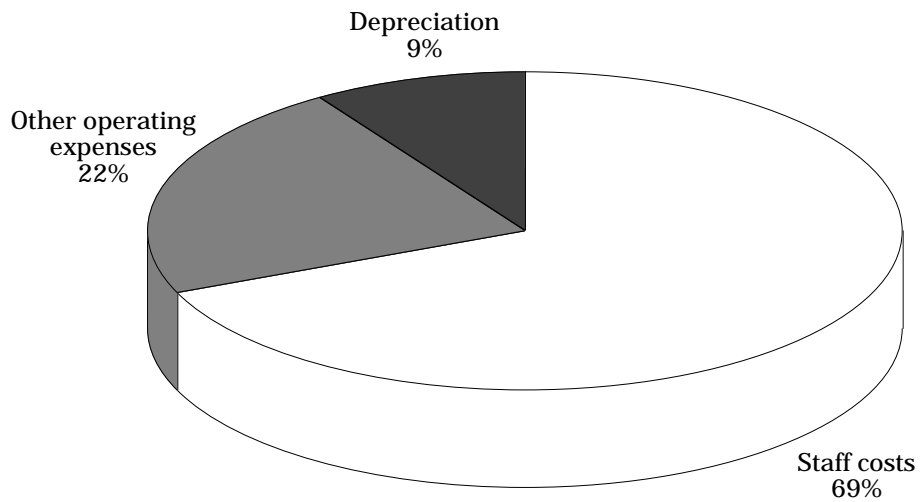


Income: £3,640,000

Note: this chart excludes £16,000 from other income generating activities.

Figure 6

Coulsdon College: expenditure (for 16 months to July 1994)



Expenditure: £3,807,000

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